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ABSTRACT

This paper describes a collaborative model for assessing and developing leadership skills, examining the need for new approaches, reviewing collaboration theory, and discussing preconditions of collaborative school district-university efforts to assess and develop leadership skills in future administrators. Representatives of East Carolina University's (ECU) School of Education and local school districts have begun joint efforts to identify future school leaders, assess leadership skills, and provide opportunities for continuous professional development. Strategies include developing assessment centers in participating districts. The centers will use the National Association of Secondary School Principals' (NASSP) Leadership Early Assessment Program (LEAP). ECU and cooperating school systems sponsor training for assessors and mentors. Mentors provide assistance and support with individual development plans, while ECU faculty assess leadership skills of Master's in School Administration (MSA) students. Assessment results, strengths, and potential derailers for each student are used in developing individual programs. Advantages of this effort include (1) increased networking among school district and university personnel, (2) strengthened skills of practicing administrators supervising MSA interns, (3) broadened interactions among participants, and (4) shared costs of training licenses and coordination among collaborating groups. Evaluation of early program efforts suggests the program is developing a shared understanding of leadership skills consistent with standards for school administrators. Four appendixes present the North Carolina Standards Board for Public Administration Performance Domains for Principals; NASSP's LEAP Description of Leadership Skills; Leaders for Eastern North Carolina Schools Collaborative Assessment and Development Efforts; and LEAP 1997 results. (Contains 20 references.) (SM)

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Building School District-University Partnerships around Leadership Assessment and Development: The Time Has Come

Lynn Bradshaw, Edwin Bell, Jim McDowelle, and George Perreault

Abstract

The purpose of this paper is to describe a collaborative model for the assessment and development of leadership skills. In many states, stakeholder groups have articulated new standards for school leaders, but school districts report shrinking pools of qualified applicants for administrative positions.

Representatives of the School of Education at East Carolina University and local school districts in the ECU service area have begun joint efforts to identify future school leaders, assess their leadership skills, and provide opportunities for continuous professional development. One of the strategies is the development of Assessment Centers in the participating school districts. The Centers will use NASSP's Leadership Early Assessment Program (LEAP). ECU and the cooperating school systems have sponsored training for assessors and mentors. Mentors will provide assistance and support with individual development plans. At the same time, ECU faculty will assess the leadership skills of MSA students upon entry to and graduation from the program. The assessment results, strengths and potential "derailers" for each student, will be used as a basis for individual and program development.

This effort will have several advantages for the stakeholder groups:

- Collaborative efforts will increase networking among school district and university personnel and build stronger consensus regarding the skills required for school administrators.
- Collaborative district leadership development efforts will strengthen the skills of practicing administrators who supervise MSA interns during the yearlong field experience.
- "Mixing" novices with more experienced administrators in development programs has the potential to broaden the interaction among participants.
- Collaborating groups will share costs of training licenses and coordination.

Assessment requires significant time, trained assessors, and dollars, but the process focuses on needed skills and continuous professional development. By refining current skills and addressing potential derailers, future leaders can prepare themselves to provide the quality leadership required for our schools. In providing that opportunity to future leaders, we will all continue to grow.

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Building School District-University Partnerships around Leadership Assessment and Development: The Time Has Come

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The need for strong school leaders is becoming increasingly urgent (Clark & Clark, 1996; Duke, 1992; Lewis, 1997). The NC Standards Board for Public School Administration has identified knowledge, skills, and professional perspectives expected of school leaders, and graduate programs for school administrators have been revised and strengthened. At the same time, accountability efforts have placed the spotlight on practicing school administrators (for example, see Simmons, 1997), and districts report shrinking pools of qualified applicants for administrative positions (UNCGA, 1997).

The responsibility for identifying and preparing future leaders rests both with school districts and universities. Recruitment is critical. Training and development can begin in local districts through leadership recruitment development programs. Those future leaders will enroll in university preparation programs. A shared understanding of prerequisite skills and collaborative leadership development efforts on campus and in local school districts has the potential to increase the level of skill of candidates entering administrative positions. The purpose of this paper is to describe a collaborative model for the assessment and development of leadership skills. The need for new approaches is described. Collaboration theory is reviewed briefly and provides a structure for the discussion of collaborative assessment efforts. Preconditions of collaborative school district and university efforts to assess and develop leadership skills of future school administrators are described. Early efforts to define the "problem," plan, and establish a regional assessment center in the East Carolina University service area are shared. Advantages of collaborative efforts to develop future school leaders and expected challenges are discussed.

The Need for New Approaches

Wang, Haertel, and Walberg (1993/1994) in their metaanalysis of 50 years of research on what helps students learn concluded that classroom instruction and climate is second only to student aptitude in influence on student learning. The academic

interactions are important, but the social interactions are also important. The students need a constructive, positive, and stable environment generated by the adults with whom they interact in school.

However, the rapidly changing external environment, the increasing demands for higher standards and increased accountability, and policies that call for the removal of principals and teachers who do not measure up to the standards do not encourage a constructive, positive environment for the adults in the school.

The demographic composition of our schools has changed and will continue to change. Some of our administrator and teacher preparation programs are designed for an economic and social environment that no longer exists. Many of our teachers and administrators are not prepared to deal effectively with diversity that they face in their schools and the communities that they serve (Darling-Hammond, 1995).

More than ever schools need leaders who can shape cultures and climates in organizations that will enable the teachers and students to do their work with one another. This challenge occurs when projections indicate that the demand for educational leaders will exceed the supply.

How can we successfully meet this challenge? Are higher academic standards for administrators and teachers sufficient? We think not (McDowelle & Bell, 1997). Can school systems or preparation programs make the changes that will meet this challenge? We think not. We believe that a collaborative effort among schools and preparation programs to strengthen the knowledge base, the skill level, and the emotional intelligence (Cooper & Sawaf, 1997) of teachers and administrators may meet this challenge.

Theories of Collaboration

Some theories of collaboration distinguish between collaboration and cooperation. For example, Hord (1986) described two separate models of shared organizational efforts. In the cooperative model, a product is developed by one organization with the help or tolerance of the other, communication is limited, and the second organization may or may not benefit from the development of the product. In the collaborative model, goals, product, and staff are shared, communication is ongoing, and both organizations share the product and may be able to conserve resources and improve the product as a result of the

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collaborative effort. On the other hand, Wood and Gray (1991) preferred a broader definition of collaboration: "Collaboration occurs when a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms, and structures, to act or decide on issues related to that domain" (p. 146). They leave for further study issues such as the quality of stakeholder participation, the level of organizational commitment, the permanence of the collaborative structure, and the probability of success.

The collaborative process is developmental. While authors may identify different steps in the process (Gray, 1985; Hord, 1986; Melaville & Blank, 1993; Reed & Cedja, 1987), there tends to be general agreement that collaborative efforts progress through three stages of activity: (a) the definition of a shared problem, (b) "direction setting" or planning, and (c) implementation or "structuring." In the early stages, it is important that stakeholders recognize the complexity of the problem and the interdependence of the organizations that are undertaking the joint effort. During "direction setting," stakeholders work together to gather information and develop a strategic plan. As the plan takes shape, the distribution of power should allow all stakeholders to influence decisions about the collaborative effort. With implementation, structures and processes needed to accomplish shared goals are established. Reed and Cedja (1987) identified the need for continuing environmental scanning and adaptation along with an "enablement framework" including such features as funding and communication linkages.

The early stages of a collaborative effort appear to be critical to its success. Reed and Cedja (1987) described organizational preconditions, which facilitate successful collaboration:

- Linked organizational objectives that foster mutual goal attainment
- Comprehensive preassessment of valued commodities
- Organizational values that promote interdependence
- Environmental scanning and strategic planning
- Administrative commitment, knowledge, and support

Throughout the life of a collaborative effort, boundary-spanners communicate frequently across organizational boundaries. Boundary-spanners engage in a variety of activities

including filtering, transacting, representing, and protecting (Dollinger, 1984). The "convener" of a collaborative effort is a particularly important boundary-spanner. Wood and Gray (1991) pointed out the need for a comprehensive theory of collaboration to describe the convener's role in "establishing, legitimizing, and guiding" the effort.

Although the stages of collaboration are incremental, progress often looks more like a spiral than a straight line, and partners must balance a focus on long-term goals with flexibility as they find the most effective way to "knit their local needs, resources, and preferences into a purposeful plan" (Melaville & Blank, 1993, p. 19). Ultimately, the successful implementation of collaborative agreements depends upon stakeholders' collective ability to manage continuous change.

A Collaborative Effort to Assess and Develop Leadership Skills of Future School Administrators

Representatives of the School of Education at East Carolina University and local school districts have begun to explore possibilities for joint efforts to identify future school leaders, assess their leadership skills, and provide opportunities for continual development. A pilot effort involves three school districts, the Department of Educational Leadership, and the Office of School Services. In response to the interest expressed by superintendents from other districts, the need to expand opportunities for assessment and development through the Office of School Services is being explored. Early efforts and future plans are described below in four sections: preconditions for collaborative assessment and development efforts, definition of the problem, setting the direction, and structuring. Advantages and expected challenges will be identified.

Preconditions for Collaborative Assessment and Development Efforts

Evidence that preconditions for collaborative leadership assessment and development efforts are in place is summarized below.

Linked organizational objectives that foster mutual goal attainment. The recruitment and development of future leaders for our schools brings together many organizations and stakeholder groups. In the face of shrinking pools of qualified applicants for administrative positions, school districts are recognizing the need to "grow their own." Some districts have developed staff development programs for future leaders,

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but funding and the availability of local "trainers" may be limited. At the same time, universities are involving school districts in the recruitment of students for new Master's in School Administration (MSA), and the Principal Fellows Program is providing support for full-time study for qualified MSA applicants.

Comprehensive preassessment of valued commodities. In the pilot effort, the participating school districts and the university have identified financial and human resources that can be directed toward this collaborative effort. The "state" owns licenses for several leadership assessment and development programs, and the East Carolina School of Education has purchased the license for NASSP's Leadership Early Assessment Program (LEAP), allowing the program to be used throughout the state.

Organizational values that promote interdependence. Significant attention has been directed toward improving the preparation of administrators. Expectations for future administrators are defined by many groups. Indicators of required knowledge, skill, and professional perspectives were identified by the North Carolina Standards Board for Public School Administration (NCSB) and grouped in ten performance domains (Ward, 1996) (see Appendix A.) Standards for program approval and accreditation developed by the National Association of Colleges of Teacher Education (NCATE) call for a stronger link between theory and practice and instructional methods that utilize real problems and develop skills (National Policy Board for Educational Administration, 1995). The leadership skills defined by the National Association of Secondary School Principals (NASSP) for use in the Leadership Early Assessment Program (LEAP) are themes which run throughout the performance domains identified the NCSB (Hersey, Flanary, Buckner, & Hersey, 1994) (see Appendix B). The LEAP skills provide a strong base for collaborative leadership assessment and development efforts (see Appendix C).

Environmental scanning and strategic planning. For the pilot effort, needs assessment and planning have occurred over several years, and assessor-training activities were initiated in January 1997. The larger effort will require additional needs assessment and planning. The Rural Education Institute (REI) and the Eastern North Carolina Consortium for Assistance and Research in Education (ENCCARE), which operate as a

part of the ECU Office of School Services and focus on leadership development, will provide vehicles for the planning process.

Administrative commitment, knowledge, and support. Support from the "top" on the part of superintendents, the Dean of the School of Education, the Chair of the Department of School Leadership, and the Director of the Office of School Services will be essential. Superintendents have indicated strong interest in having access to assessment for future leaders. School of Education administrators support efforts for program improvement and opportunities for faculty to be involved in local leadership development efforts.

Defining the Problem

As the preconditions have been met, the "problem" has been defined more clearly. District, state, and university interests in the recruitment and preparation of strong future school leaders will be addressed by the collaborative project. The goals are:

- To support local school district leadership development efforts.
- To strengthen university preparation programs.
- To strengthen field experiences and internships for MSA students and their mentors.

Setting the Direction

Plans for the pilot effort called for several "stages" beginning with the development of a pool of trained assessors and mentors. Each of the three participating districts will begin by conducting an assessment center in the district and will assign mentors to future administrators. The mentors will provide assistance and support with the individual development plan. Collaborative assessment and development efforts for practicing assistant principals began in the summer of 1997 and will facilitate networking across district lines.

At the same time, ECU faculty members are developing a process for assessing the leadership skills of MSA students upon entry to and graduation from the program. The assessment results, strengths and potential "derailers" for each student, will be used as a basis for individual and program development. Individual faculty members are incorporating in-basket problems, leaderless group assignments, and other performance-based activities into course instruction. Individual student progress is monitored through

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a leadership portfolio and a reflective journal. Aggregate data are used for needs assessment, program development, and program evaluation.

Collaborative efforts will be expanded through the ECU Office of School Services, and lessons learned from the pilot effort will be helpful. An initial pool of assessors, mentors, and trainers is available. Four LEED faculty members and 18 district administrators have received LEAP training. Three LEED faculty members, a doctoral student, and 18 district administrators have received training as mentors for administrators. Ten of those participants were trained as trainers and can now deliver the program for interested school districts. A proposal for funding to support additional training of assessors for ENCCARE districts has been submitted.

Structuring the "Assessment Center"

It is clear that collaborative leadership assessment and development efforts in eastern North Carolina will require significant coordination. Staff will be responsible for scheduling centers, assigning assessors and participants, ordering materials, preparing reports, and monitoring results.

If the North Carolina Assessment Center supported by the Department of Public Instruction from 1983 to 1993 is used as a model, school districts would earn the opportunity to send one candidate to an assessment center by providing one assessor to "work" in an assessment center. A single assessment center is designed to assess six candidates and requires six assessors. Assessment is labor-intensive. It requires one day for the candidates and approximately three days for the assessors. The assessors can provide individual feedback sessions following the assessment center, but there is some interest in assigning the responsibility for feedback to the center director. Centers are "portable" and can be held at locations that will minimize travel for the participants.

Advantages of Collaborative Assessment and Development Efforts

This collaborative undertaking will have several advantages for the stakeholder groups:

- Collaborative efforts will increase networking among school district and university personnel and build stronger consensus regarding the skills required for school administrators.

- Collaborative district leadership development efforts will strengthen the skills of practicing administrators who supervise MSA interns during the yearlong field experience and serve as mentors for other administrators.
- "Mixing" novices with more experienced administrators in development programs has the potential to broaden the interaction among participants.
- Collaborating groups will share costs of training licenses and coordination. Some costs could be a benefit of ENCCARE membership or supported through grantwriting.

Challenges

A number of challenges must be addressed before collaborative leadership and development efforts can be fully implemented. Some deal with resources, but several are programmatic.

- How can the focus on development be maintained? Earlier assessment efforts in North Carolina were designed to provide a summative rating of the candidate's leadership skills that translated into an employment recommendation. NASSP's LEAP program is not designed to provide a summative rating. Instead, LEAP is designed to provide information for a development program and is consistent with district and university commitment to develop future leaders. The distinction is important and must be understood.
- How will the process for assessing entering and graduating students be established? Assessment is labor intensive, and the traditional approach would require three days from one professor for each student assessed. Some universities are involving students in the assessment process, acknowledging that assessment results in powerful learning for both the assessee and the assessor. The NASSP staff has offered to assist with this issue.
- How can the different standards and descriptions of skills be related to assure a clear focus for the program and the students' growth plans and portfolios? The relationship among the NCSB requirements, ISLLC standards, and the LEAP skills is strong. As a pool of trained assessors is developed, a shared language for describing behaviors associated with each skill area will be developed. Mentors and intern supervisors

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will help students integrate the leadership skills with specific standards and performance domains.

- What resources (human, monetary, and time) will be needed, and how will they be secured? Existing resources have been directed toward pilot efforts, and additional funding has been requested. Assessor training represents the most significant start-up cost. Support for program coordination would be helpful.

Early Results

Twenty LEAP assessors for the three pilot districts and ECU were trained in February 1997. Mentors for administrators were trained in the spring, and 12 became mentor trainers, establishing "internal" capacity to expand the pool of mentors. With the help of practicing school administrators are trained assessors, eighteen full-time students in educational leadership participated in LEAP assessment in September 1997. Thirty more assessors, from the pilot districts and other districts, were trained this fall, and two pilot districts conducted their own LEAP assessment centers in October 1997. Several participants were identified as "future leaders" and are enrolled in the MSA program but have not had the opportunity to participate in LEAP at ECU.

Since January 1997, three sessions of the "Springfield" Development Program have been held for practicing assistant principals and full-time administrative interns. Other activities planned for the current academic year include additional LEAP assessment centers, "Mentoring and Coaching" training, additional "Springfield" sessions, at least one session each of "Let's Talk" and "From the Desk Of," and training of trainers for "Springfield," "Let's Talk," and "From the Desk Of."

Through these early activities, we are developing a shared understanding of leadership skills that is consistent with standards for school administrators. The resulting dialogue supports continuing skill development on-the-job and in university programs. Individual professional growth plans are developed to refine the strengths and address the "potential derailers" that were observed during the LEAP exercises. The priorities for professional development are identified collaboratively by the student and mentor.

At ECU this fall, the LEAP experience introduced the new full-time students to the skills and to strategies for developing them. They are able to focus on skill

development individually and as a cohort in coursework and field experiences, and faculty and school administrators provide coaching and support. As students review their LEAP experiences, they will focus an initial growth plan on two areas – an area of strength and a "potential derailer." The focus of the plans will shift to other skill areas when goals are accomplished, but will always include a positive and an area for growth.

The LEAP results (see Appendix D) will also serve as a basis for program development. For example, a cursory review of the overall results provides the following information about this new cohort of full-time students:

- Students demonstrated strengths in specific administrative skills, but few students were consistently strong in the broad administrative skill areas.
- Many students demonstrated strengths in the interpersonal skills area. In the interviews, they tended to describe themselves as being sensitive to the needs and concerns of others. They also demonstrated high levels of motivation. At the same time, certain interpersonal skills were potential derailers in other activities.
- Although specific communication skills were potential derailers for some students during certain activities, there do not appear to be serious problems with oral or written communication skills.
- Students have begun to demonstrate some strength in "knowledge of strengths and weaknesses" and in "educational values." These strengths were apparent during the reflections discussion following the in-basket activity and during the interview.

As students have opportunities to practice these skills in coursework and field experiences, the expectation is that broad skill areas will emerge as strengths and "potential derailers" will tend to be context specific and relatively minor.

A frequent challenge for new MSA students is the interpersonal skill-the ability to perceive the needs, concerns, and feelings of others and to act appropriately. The authors believe that this area is closely aligned with the Mayer and Salovey's (1997) definition of emotional intelligence.

> Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the

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> ability to regulate emotions to promote emotional and intellectual growth. (Mayer & Salovey, 1997, p. 10)

Rest (1988) argued that academic orientation and continued intellectual stimulation are associated with gains in moral judgment. The authors hypothesize that those factors may influence gains in sensitivity and emotional intelligence. We hope to implement a principal preparation program that not only develops the necessary knowledge and skill, but also the sufficient ethical framework and emotional intelligence to produce effective educational leaders.

Conclusions

Assessment is an intensive undertaking. It requires significant time, trained assessors, and dollars. However, mobilizing a collaborative effort to identify, recruit, and develop skilled future leaders will build leadership capacity within university programs and in local school districts. Assessment focuses on specific skills, and the assessment report leads to an individual plan for professional growth. The collaboration among practicing school administrators and university faculty and students enriches the dialogue and coaching related to leadership skill development. By refining their current skills and addressing potential derailers, future leaders can prepare themselves to provide the quality leadership required for our schools. We owe that opportunity to future leaders, their staff, and their students. In providing that opportunity, we will all continue to grow.

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Appendix A

NORTH CAROLINA STANDARDS BOARD

for Public School Administration

Performance Domains for the Principalship

I. VISION

The principal is an educational leader who facilitates the development, implementation, and communication of a shared vision of learning that reflects excellence and equity for all students.

II. LEARNING

The principal is an educational leader who promotes the development of organizational, instructional, and assessment strategies to enhance teaching and learning.

III. CLIMATE

The principal is an educational leader who works with others to ensure a working and learning climate that is safe, secure, and respectful of diversity.

IV. PROFESSIONAL ETHICS

The principal is an educational leader who demonstrates integrity and behaves in an ethical manner.

V. COLLABORATION AND EMPOWERMENT

The principal is an educational leader who facilitates school improvement by engaging the school community's stakeholders in collaboration, team-building, problem-solving, and shared decision making.

VI. SCHOOL OPERATIONS

The principal is an educational leader who uses excellent management and leadership skills to achieve effective and efficient organizational operations.

VII. HUMAN RELATIONSHIPS

The principal is an educational leader who employs effective interpersonal, communication, and public relations skills.

VIII. DEVELOPMENT OF SELF AND OTHERS

The principal is an educational leader who demonstrates academic success, intellectual ability, and a commitment to life-long learning.

IX. INFORMATION MANAGEMENT, EVALUATION, AND ASSESSMENT

The principal is an educational leader who promotes the appropriate use of reliable information to facilitate progress, evaluate personnel and programs, and to make decisions.

X. CONTINUOUS IMPROVEMENT

The principal is an educational leader who fosters a culture of continuous improvement focused upon teaching and learning.

Appendix B
NASSP's Leadership Early Assessment Program (LEAP)
Description of Leadership Skills

A: Administrative Skills

I. Seeking out and interpreting relevant data

- A. Using background information available.
- B. If necessary, obtain additional information.
- C. Flexibility in seeking relevant data.
- D. Ability to recognize verbal and written clues.
- E. Ability to use follow-up questions.
- F. Ability to identify facts.
- G. Identify possible causes of a problem by analyzing the information obtained.
- H. Understand the tasks, roles, and instructions in various activities.
- I. Ability to recognize relevant and irrelevant data.

II. Making high quality judgments and decisions based on available information

- A. Identify criteria for evaluating the judgment and decision, including who and what will be affected
- B. Supporting judgments and decisions with information obtained.

III. Planning the use of resources to maximize your work and the work of others

- A. Identify resources needed (personnel, financial, and material)
- B. Making effective use of available time.
- C. Establishing timelines and schedules.
- D. Knowing when to plan.
- E. Deciding whether a long-term or short-term solution is needed.
- F. Establishing objectives and goals
- G. Developing an overall strategy to deal with a problem or issue.
- H. Involving others in decision-making and activities.

I: Interpersonal Skills

I. Facilitating and interacting with a group of individuals to accomplish a task

- A. Set and maintain direction for a group or project
- B. Reflecting accurately the point of view of others by restating it, applying it, or encouraging elaboration of the idea.
- C. Encouraging people to participate in discussion.
- D. Coordinating ideas and suggestions from members of a group.
- E. Providing direction when the group is off-task.
- F. Providing support when others are leading effectively.

II. Ability to perceive the needs, concerns, and feelings of others and to act appropriately

- A. Expressing verbal recognition of feelings, needs, and concerns of others.
- B. Communicating all necessary information to the appropriate persons.
- C. Expressing nonverbal recognition of feelings, needs, and concerns of others.
- D. Diverting unnecessary conflict.

III. Motivating self and others--creating conditions that focus energy from a group of individuals toward the accomplishment of goals

- A. Modeling motivation to others through: self-confidence, enthusiasm, personal energy, taking risks, trusting
- B. Expressing clear and specific personal goals
- C. Setting and communicating challenging group goals
- D. Establishing incentives
- E. Providing feedback and coaching.

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NASSP's Leadership Early Assessment Program (LEAP)
Description of Leadership Skills (Continued)

C: Communication Skills

I. Verbal
- A. Making clear oral presentations
- B. Communicating expectations
- C. Demonstrating technical proficiency in speaking.
- D. Listening effectively.
- E. Demonstrating effective non-verbal behavior.

II. Written
- A. Expressing ideals clearly in writing.
- B. Communicating appropriately for different audiences.
- C. Demonstrating technical proficiency in writing.

K: Knowledge of Self

I. Knowing areas of strengths and weaknesses
II. Educational values
III. Developmental activities

Appendix C

LEADERS FOR EASTERN NORTH CAROLINA SCHOOLS
Collaborative Assessment and Development Efforts

LEADERS FOR EASTERN NORTH CAROLINA SCHOOLS		
Faculty work with LEAs and School Services	**Collaborative Programs**	Internships and multi-district leadership dev
University Programs		**School District Programs**
...increased accountability for skills of program graduates.	**Development with Support**	
...incorporate instruction to address individual and cohort needs.	**Individual Growth Plan**	
	Strengths and Potential Derailers	
Faculty and doctoral students trained as assessors and coaches.	**Assessment Centers**	District leaders trained as assessors and coaches.
	Interest in Educational Leadership	
SHARED UNDERSTANDING OF TARGETED LEADERSHIP SKILLS		

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Appendix D: Leadership Early Assessment Program (LEAP) RESULTS (Fall, 1997)

ID	Scholarship				In-Basket				Fact-Finding				Interview				Overall			
	A	IP	C	K	A	IP	C	K	A	IP	C	K	A	IP	C	K	A	IP	C	K
1		1d,2+ 1e-			1,2,3 +	1,2+ 2d-			1+ 1e,3g-	2+	1b+		3f+ 3-	2,3a+ 2d-		1+	1+	1,2+ 2d-		
2	2+ 1c,3g-	2+	1+		1+	2+ 1-			1,3+	3+	1c-		3f-	2,3+	1+	1+	1,3+ 3fg-	2,3+	1+	
3					1+ 1b,2-	2+			3+ 3f,g-		1a+			3+			3f,g-	2,3+		
4	1a,i+	1abc+ 1d-	1a+ 1f-		1,3+ 1bcf-	1,2+	2b+		1,2,3 +	2b+	1+		1+	2,3+ 2-		1-	123+ 1bcf-	2,3+	1+	
5	2a+\3 b-	1a+	1ef+ 1ab-		1b- 3b-	3+	2a,b+	1+	1+	2a,b+	1a+ 1f-		3+ 3-	2.3+ 2-			3b-	3+		
6	2+	1+	1f-		3h+ 3bc-	2a+			1g+ 1i-		1a+		2-	2,3+		2+	3bc-	123+		
7	2b+	1a+	1ef+ 1ab-		1b3b-	2ab+		1+	1+	1a2b+	1,2a+ 1c-		2-	1,3+		3+		123+		
8					1h+ 1b-	2a+ 2d-			1,2+ 3-	2,3+				3+ 2-	1+	1+	1+ 3-	2,3+	1+	
9	1ef+	2a1e+ 1e-			1+ 3g-	1f,2a +			2a+ 1f-	2a+	1c+			3+ 2-	1a+	1,2+	1+	2+ 1e,f-	1+	
10	1b+	1d+ 2c-							1bc+ 1i-		1e-						1+	1+ 2c-		
11	1g2a+	1c,2+	1f-		1+ 3b-	2+			1+ 1c-		1,2+						1+ 3b-	2+		
12	3cbh+	1+	1ac+ 1f-		3+ 1-	1,2+	2+	2+	1,3+ 1i-	1b+	1a+		3+ 1-	3+	1+	1+	3+	1+	1+ 1f-	
13	1i2h+	2b-	1ac+		3+		2+		1,2+	1b+	1+ 1a-						1,2+		1+ 1a-	
14	2+	2+	1a+ 1e-		3+ 1-	2+			1+ 2-	3+			1,2,3 +	3+	1d+ 1-		123+ 1,2-		1+ 1a-	
15	1a+	1a+ 1c-	1a+ 1e-						1,3+	1+	1a+ 1b-						1+	1+ 1c-	1+ 1be-	
16	1ai+	1,2+ 3a-	1+		3+ 1b3b-	2+												2+		
17		1+,2+	1e-		3bg-	2,3+			1,3+	3+ 2-	1a+		2+ 1-	3+		1,2+ 1-		2,3+ 2-		
18	1l+ 1h-	1+ 2-			3b+ 3g-	2+							3+	1-	1+	1+	3+ 1h3g-	1,2+ 1,2-		

BEST COPY AVAILABLE